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ABSTRACT

This curriculum guide describes the language arts portion of the Occupational Entrance Course, a course designed for junior and senior high school-aged students who have not functioned successfully in the traditional academic setting. The guide outlines a curriculum which focuses on developing students' receptive and expressive communication skills through an integrated approach to practical themes. Sections of the curriculum guide include: (1) "Overview"; (2) "Language Arts 104 Emphasis: Awareness"; (3) "Language Arts 204 Emphasis: Evaluation"; and (4) "Language Arts 304 Emphasis: Application." Supplementary materials, student checklists, a science fiction model unit, and a music unit are appended. (RS)

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occupational entrance course language arts 104,204,304

interim guide

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occupational entrance course language arts 104,204,304

interim guide

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM. RATHER, CHANGES MAY BE MADE IN AREAS CONCERNING STRATEGIES, RESOURCE MATERIALS, AND IMPLEMENTATION.

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This interim guide is the second revision of the Occupational Entrance Course, which was established in 1967 as an alternative program for students who benefit minimally from regular junior and senior high school programs. It replaces the pilot guide for OEC Language Arts, which was field tested in the 1982-83, 1983-84 school years.

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OVERVIEW

RATIONALE

The Occupational Entrance Course, introduced in 1967, is designed for students who have not functioned successfully in the traditional academic setting. Whatever the reasons for their difficulties--whether environmental, neurological or emotional--these students have lost motivation because of their comparative lack of achievement. The psychological need for success is as great if not greater for them as for those in the academic program. This program is based on a recognition of their unique interests and needs.

The Occupational Entrance Course is student centered and uses a life-skills approach to teach academic subjects. It is developmental rather than remedial; that is, it is designed for students whose weakness cannot be remedied through relatively temporary supplementary instruction, but through longer term instruction aimed at developing basic skills in both cognitive and affective domains. The individual components of OEC--mathematics, science and language arts--parallel the regular programs as much as possible and allow for students who do well to transfer back into the regular program without penalty.

The language arts component of OEC is based on recognition of the importance of language for personal growth and conversely, of personal growth on language usage. The life-skills focus provides a means for stimulating student interest and developing capability in all four language arts modes of listening, speaking, reading and writing.

LANGUAGE ACQUISITION THEORY AND PROGRAM DESIGN

Some unanswered questions remain as to how language is acquired, but much is known about language, language learning and the language learner. Linguists, psychologists and educators agree that language is unlike any other acquired skill. Unlike our knowledge of other subjects where we "know what we know," language knowledge is largely unconscious. The student may speak correctly but have no conscious knowledge of the rules of grammar. Children learn or infer the rules of their language from the language they hear, not from formal instruction.

As the child's skill with language increases, there will be a corresponding increase in the number of ways he or she uses language. In addition to the uses of language for social and artistic purposes, there is evidence that language plays an important role in cognitive development.

It is clear that experience can and does make enormous differences in the rate and extent of language acquisition. Environmental factors influence language growth through the quality of the language model, the variety of experiences and the modelling of language use. As individuals mature, their understanding of their own experience becomes more abstract and complex. Generally at the same time, language also becomes more complex.

For students enrolled in OEC Language Arts, language development and, hence, cognitive development have been slow. These students need to be provided with experience, which will allow them to:

- use their own language to assimilate new knowledge and to integrate it with old knowledge;
- relate personal experiences to those expressed by others;
- proceed in the acquisition of refined and specialized kinds of language in order to meet the demands of new experiences;
- expand their language patterns and vocabulary in order to gain greater control over themselves and their environment;
- develop such security in language that they are not manipulated by their social environment;
- enjoy using language for aesthetic purposes;
- be responsible for the uses of language and aware of their effects on themselves and others;
- interact with other people.

Research indicates that each student progresses in language development in a unique manner. Traditionally, language has been taught in a relatively fragmented manner with the whole class studying one small facet of language. Teaching isolated rules for comma usage does not necessarily mean that the student will use commas correctly in his or her own writing. Teaching paragraph structure in isolation may not enable the student to combine the paragraphs into a meaningful whole.

Consequently, this curriculum is concerned with helping students transfer the knowledge they have gained into their own use of language. In order to do this, the teacher must determine each student's strengths and weaknesses and utilize those together with the student's own language processes to effect development. This approach recognizes that the language arts curriculum must view language in terms of the whole rather than as the sum of the parts.

PROGRAM DESIGN

This program has been designed to develop students' receptive and expressive communication skills through an integrated approach to practical themes. Integration is both intra- and interdisciplinary, occurring both within the language arts (reading, listening, speaking and writing) and between the language arts and other subject areas (mathematics, science, social studies and vocational education).

The OEC language arts program parallels the regular program and possesses its basic goals. This parallelism is designed to allow students who need to have an adjusted program stay within the regular classroom or also to allow students to transfer from one program into another.

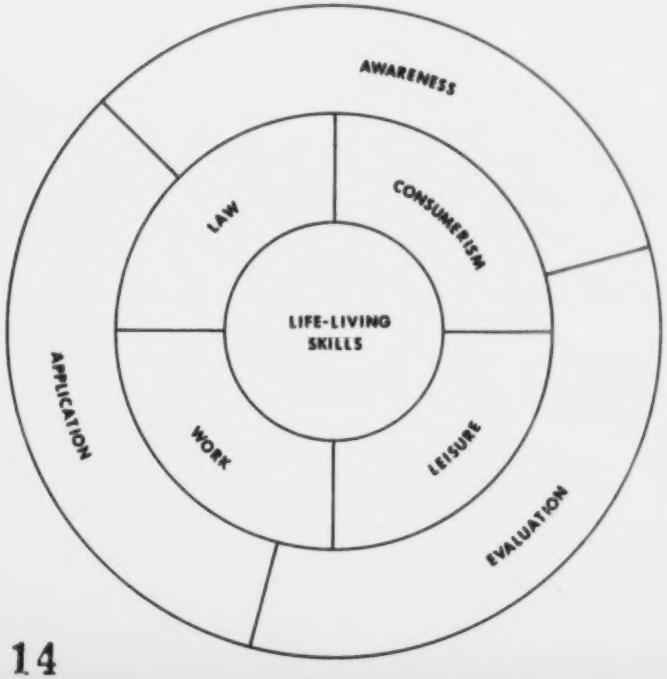
As with the regular program, the instructional framework sets out areas of emphasis for each year. The levels of engagement or emphases are: awareness in grade 10, evaluation in grade 11 and application in grade 12. These levels define the organizational structure for the teacher and are in no way intended to limit the responses of students. It is expected that with the increasing maturity of students, the more complex cognitive skills will be used.

The main differences of the two programs are in the themes around which this program is organized, instructional methods and materials, expectations of students' abilities of conceptualization, discrimination and literary criticism, expectations of student achievements.

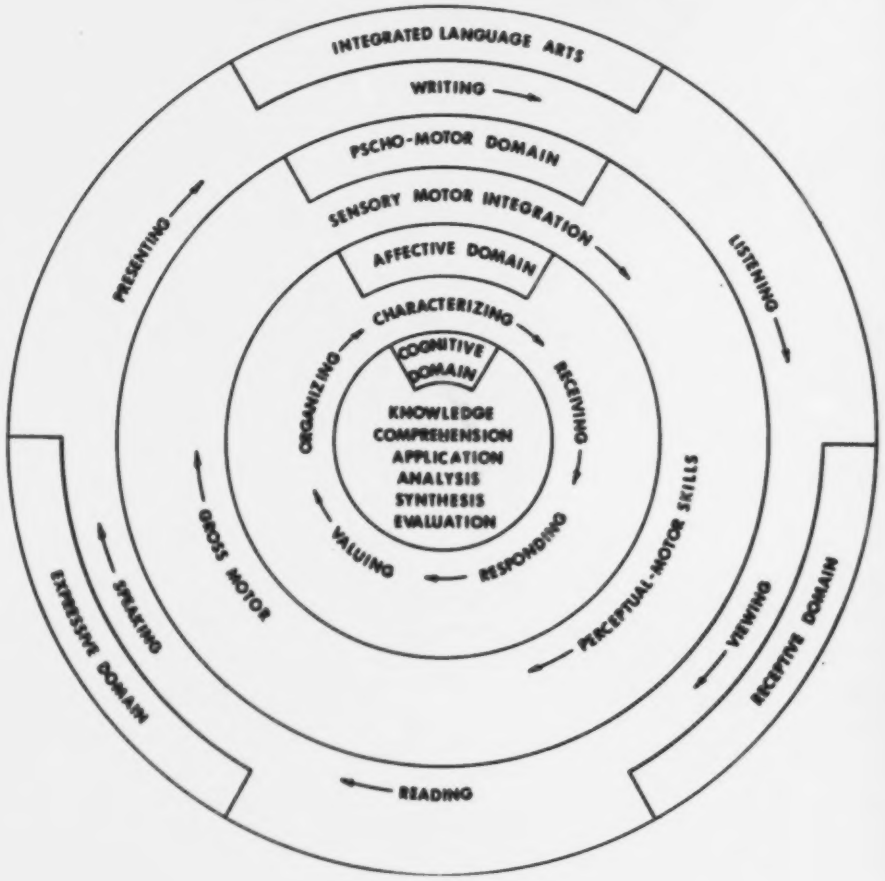
Model 1 represents the four main themes of the O4 program--consumerism, leisure, work and the law—and their developmental emphasis across grades 10, 11 and 12 through the levels of student awareness, evaluation, and application, as defined in the English Language Arts: Grades 9 to 12 guide. As noted in the middle years guide, the suggested program themes are but the means to realizing the language arts goals of the program; therefore, it can be argued that any content, as long as it is motivating to the students concerned, is appropriate. Teachers may wish to modify, extend or replace some of the content topics in this guide.

Model II represents the integrated approach to the development of all program objectives that fall into the cognitive, affective and psychomotor domains.

MODEL I



MODEL II - THE INTEGRATED APPROACH



GOALS

The purpose of the program is to develop, through a life/living skills approach, those language arts skills and competencies required for successful self-directed functioning as an adult in society.

Language Arts Goals

Since language is both individual and social, this program stresses the need for establishing a learning environment within which students can experience and use language in functional and pleasurable situations. The aim is to develop language proficiency to a level appropriate to the individual's aptitudes, abilities, and needs. The approach to language arts instruction suggested for this curriculum, similar to that used in the regular program, is one which integrates the communication skills of listening, speaking, reading and writing. Teachers are encouraged to help students develop writing skills through practice as an integral part of activities involving reading, listening, talking. An integrated approach to language arts skill development can permit a teacher to stress those things a student can do well and assist the student to develop proficiency in the most used communication skills, listening and speaking. From an emphasis on aural-oral communication will come confidence and greater facility in learning the skills of reading and writing. The goals of the program are:

1. To promote both the student's proficiency in and enjoyment of language:

   . as a tool for thinking and learning;
   . as a vehicle for communicating;
   . as a tool for enhancing self-concept and thereby developing a positive self-concept in use of language.

2. To foster the student's personal growth through literature by.

   . extending experience beyond the physical limitations of his or her own life,
   stimulating a personal response to the content and language of literature,
   . exposing him or her to the vast number of concerns, viewpoints and emotions that are part of literature and life.

Life/Living Skill Goals

Since the overall goal of this program is to help students learn to function as adults in society, it will emphasize acquisition of concepts and life skills related to:

1. consumerism
2. leisure time
3. work
4. the law

Content related to these goals is the vehicle through which communication skills will be developed. The detail of this content will be determined by the needs and interests of the students.

GENERAL OBJECTIVES

OEC language arts is particularly concerned with producing learning outcomes in the affective and cognitive domains. Outcomes in the affective domain relate directly to student motivation in learning, and, less immediately but equally importantly, to the development of behavior which is consistent with the values each student has defined for him- or herself. Outcomes in the cognitive domain relate to the range of skills and

abilities, from simple to more complex, involved in the processing and use of language. Students enrolled in OEC generally experience difficulty with the higher cognitive levels. If program goals are to be realized, however, students will have to progress beyond the basic knowledge stage.

OEC language arts is concerned to a lesser extent with the outcomes in the psychomotor domain which relate to the range of abilities, simple to more complex, involved in gross motor development, sensory motor integration and perceptual motor skills. Students in this program generally have identifiable strengths and weaknesses in their ability to process information; they may, for instance, be better visual than auditory learners. If the program goals are to be realized, students must be allowed to operate in the area of their strength, but they must also be encouraged to develop competency in all areas.

The hierarchy of affective, cognitive, psychomotor outcomes are tabled below. For more specific information on the three domains, the definition of outcomes, refer to Bloom's Taxonomy of Educational Objectives.[1]

AFFECTIVE DOMAIN

1. Receiving
2. Responding
3. Valuing
4. Organizing
5. Characterizing

1 Benjamin Bloom, et al. Taxonomy of Educational Objectives. New York: David McKay, 1956.

COGNITIVE DOMAIN

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

PSYCHOMOTOR DOMAIN

1. Gross Motor Development
2. Sensory Motor Integration
3. Perceptual Motor Skills

SPECIFIC OBJECTIVES

Listed below according to the communication components of listening, speaking, reading and writing are the specific language arts objectives to be used in this program.

LISTENING OBJECTIVES

Listening is a complex sensory experience, and growth in critical listening skills is NOT automatic. Because it is the essential first step toward effective speaking, reading and writing, the development of effective listening skills should assume a position of key importance in the integrated curriculum.

Effective listening can be promoted by activities that begin with listening and speaking and which are sustained by activities leading to reading and writing.

Listening activities should be thought of as studies of language in action. The activities and materials selected should vary and stimulate students to learn to apply listening skills to expanding situations and environments. Students must be provided with an incentive to listen as well as hear, and they need models for attentive listening and speaking. The effective teacher serves not only as a model but also as an active participant in the listening process, particularly in demonstrating tolerance for and appreciation of others' points of view.

Listening is often affected by visual as well as aural cues. The program, therefore, will strive to make students aware of the visual components of effective listening.

General listening objectives will involve student proficiency in:

- following directions;
- obtaining information;
- achieving understanding and interpreting information;
- listening for communication purposes;
- listening for entertainment;
- listening to appreciate;
- listening critically;
- being able to concentrate.

SPEAKING OBJECTIVES

Oracy is a communication skill which enables the student to release creativity, communicate with others and develop personality. Through interaction with others, students develop a positive self-concept which, with repeated success, leads to self-confidence. This self-confidence is a necessary prerequisite for the acquisition of the skill of oracy.

Oral language is not usually perceived by the speaker to be as permanent as written language and, therefore, is more likely to be open to immediate revision and explanation. In addition to these differences, there are a number of attributes such as pitch, gestures, and intonation which are unique to oral language.

Since most of any individual's contact with others is through the spoken word, every student must be given the opportunity to develop effective communication skills. However, in emphasizing effective oral skills, teachers must be aware that some students, for emotional or other reasons, may not be able to handle the stress of an oral language situation.

General speaking objectives will involve student proficiency in:

- expressing oneself confidently in a broad range of situations;
- speaking easily, clearly, and with interest within an atmosphere of mutual trust and confidence;
- developing perceptions and understanding by means of group discussion;
- developing awareness of the importance of the spoken word in the popular media;
- talking about their own ideas and responding to those of others;
- expanding vocabulary;
- using language appropriate to audience and occasion;
- presenting material to inform or persuade.

Note: "Speaking" and "discussion" are organized, formal activities. "Talking," as used here, is informal in nature.

READING OBJECTIVES

Reading is a communication process which requires an understanding of language and the visual symbols which

represent language in print (decoding skills); an understanding of how ideas are organized (thinking skills); and, an understanding of the physical, social and imaginary world (experience).

The reader's task is to apply these skills to the printed page so that the writer's ideas will become part of the reader's experience. This must be accomplished at a rate which will allow reading to become an enjoyable activity as well as an efficient learning tool.

The intent of this guide, therefore, is to outline a reading program which emphasizes: the synthesis of the parts of the reading process; the integration of reading, listening, speaking, writing and literature; the use of reading as a tool for learning across the curriculum; and the establishment of a basis for a lifetime of reading pleasure. For the purpose of this guide, students' reading is divided into two categories--free reading and guided reading.

General reading objectives will involve student proficiency in:

- consolidating and extending their decoding and thinking skills (organizing and processing) by means of emphasis on the integration of these skills;
- developing the habit of establishing a purpose for reading and of searching for the writer's purpose;
- consolidating and extending their knowledge base through extensive, varied reading and through sharing of reading experiences (listening, talking, oral reading, writing);
- using their prior knowledge as a framework within which meaningful, thoughtful reading can occur;
- developing the skills of critical or evaluative reading;
- extending reading rate(s) beyond mere fluency toward efficiency;

- extending their ability and desire to use reading as a tool for learning as well as a source of pleasure.

WRITING OBJECTIVES

Writing is a thinking process, and students require help in finding and using language to clarify and organize their thoughts, feelings and experiences. Writing requires shaping language into a pattern or arrangement. This arrangement is composition. Students should be taught to compose effectively.

Composing is, however, just one part of the process--although perhaps the most important one--which begins with the generation of ideas through thought and discussion, the incubation or germinating of those ideas, their shaping and reshaping or editing.

Classroom activities and experiences often provide a context in which to establish a purpose for composing and writing. For any particular project, a clear purpose or rationale should be established with the student who should be involved in setting short-term goals, but who must also understand long-term goals.

In principle, teachers should;

- emphasize practice (actual writing) rather than theory (talk about writing);
- allow for a great deal of writing (daily if possible);
- provide a range of writing experiences using different modes from the functional to the expressive to the poetic;
- produce writing for a range of audiences and purposes;
- encourage students to progress towards abstract writing (from recording to reporting, to generalizing, to theorizing);
- provide various options for students;
- encourage experimentation.

TEACHING METHODS

Whether OEC Language Arts is used as an alternative to or an adaptation of the regular Senior Years Language Arts program, teachers should help students to realize their potential and keep their educational options open at the high school level or beyond. Teachers also have the responsibility to:

- assess student abilities and needs; identify the specific language arts skills that each lacks;
- integrate the teaching of these skills either with suggested themes or other content chosen;
- focus classroom activities on students rather than content per se in order to stimulate the development of whole, functioning human beings;
- integrate language experience with the study of literature in order to develop simultaneously the ability to listen, speak, read and write;
- approach literature as a broadly humanizing activity capable of arousing intimate personal response and deepening knowledge of self and society;
- evaluate both student progress and program effectiveness frequently; use the results of evaluation to counsel students concerning their educational options.

The degree of openness among students and between teacher and students will dictate, to a large extent, the ways in which the receptive and expressive parts of the program are carried out. Teachers should be careful to choose teaching methods which respect individual differences and do not put students in personally embarrassing situations.

The focus on values in the high school program is intended to help students understand the relationship between behavior, environment, and values and not to teach or judge values. In dealing with this part of the program, teachers should respect the privacy of both the individual and the family and should be sensitive to prevailing attitudes in the community that relate in any way to this topic.

Although the program does emphasize the practical application of communication skills, attention to this part of the program should not preclude reading for enjoyment and the appreciation of literature. Such enjoyment and appreciation is as much a "life skill" as reading labels or filling in forms. Although the unit notes do not schedule time for free reading, teachers should do so on a regular basis.

General writing objectives will involve students' proficiency in:

- being aware of the relationship between oral and written expressions and able to transfer appropriate elements from their own oral language to their written language;
- developing writing competence for satisfying needs in imaginative, transactional, and personal contexts;
- developing proficiency in the fundamentals of usage, syntax, spelling, sentence and paragraph structure in writing;
- expanding the amount and variety of writing they produce;
- evaluating their own writing and that of their peers in order to help them improve their own written expression and gain objectivity about their own writing;
- understanding the underlying principles of clear and logical thinking in organizing and developing ideas and to apply these to writing situations;
- writing honestly about their own experiences and the experiences of others;
- writing on various kinds of topics for various purposes and audiences, using various forms in a planned and sequential manner by gradually using more mature forms in their writing as they progress through the years.

TEACHING MATERIALS

In the outlines of instructional units that follow, some materials appropriate to specific themes and topics are listed.

Recommendations for materials for each grade level are placed in the notes to teachers. These lists indicate whether the materials are for teacher or student use and for which theme they are appropriate. The designations are offered as suggestions only. Some suggested materials may be equally applicable to different themes or different grade levels. Teachers should feel free to use them in any manner that works or to use alternatives.

Because of the anticipated range of abilities of students in this program, a considerable range of materials will be required. Some may be provided through the school library rather than directly from the classroom. In these latter terms, a supplementary list of relevant materials is included at the back of the guide. Teachers will also want to have access to a wider variety of materials than those identified in this guide, particularly in terms of either free or guided readings, but particularly for reading for pleasure.

DIAGNOSTIC EVALUATION

When OEC was first introduced, the diagnostic process tended to be a formal, clinical procedure, focussing on etiology and classification, in which the educator played only a peripheral role. Current assessment-intervention strategies place the teacher at the center of the process. Assessment is a continuous process of first proposing, then testing and modifying strategies. The interaction with the student that such an assessment involves provides the teacher with a greater awareness of his weaknesses and strengths and also of those strategies that can be used to teach through the strengths to remedy the weaknesses.

Students may be stronger in one modality than the others. Assessment must therefore evaluate each of the four modes: listening, speaking, reading and writing. Teachers are encouraged to conduct a preliminary assessment in the early part of the school year. Appendix B contains an outline of an assessment technique for writing. It can be adapted for each of the other modes, or the other checklists contained in that appendix can be used instead.

The assessment-intervention approach implies a cycle of evaluation and teaching which might involve informal assessment, teacher observation, pupil-teacher interview and record-keeping. The results of assessment can be used to:

- group children within a particular classroom or to form classroom groups;
- evaluate capability and accomplishments;
- determine program goals;
- measure outcomes of instruction;
- certify students' achievement; and
- inform the students of their strengths and weaknesses.

Formal Assessment

Formal assessment techniques usually include such standardized tests as:

- achievement tests,
- diagnostic tests,
- criterion-referenced or mastery tests.

Informal Assessment

Informal assessment techniques, such as teacher observation and teacher-made tests, can have the advantage of being more closely related to classroom instruction. They can be constructed for specific skills in each subject matter area or for evaluating a broader range of academic and social behavior.

Teacher Observation

Teacher observation is an important part of the diagnostic process. It can be used either to confirm the findings of standardized and diagnostic tests or to study specific skills and behavior that formal tests cannot measure.

There are several approaches to observation. The three used most extensively are:

- time-sampling,
- event-sampling,
- rating scales and checklists.

Time-sampling

- involves recording teacher's observations only,
- provides the teacher with data on frequency of certain behavior and lengths of time behavior may exist.

Event-Sampling

- involves detailed descriptions of specific behavioral events,
- focuses on a class of behavior rather than the occurrence of a specific behavior.

Rating Scales and Checklists

Appendix B contains examples of checklists for the four modalities of listening, speaking, reading and writing that can be used in evaluating student achievement.

The Informal Reading Inventory, Textbook Inventory Cloze Procedure are all examples of teacher-made tests. See the Appendix for a sample.

Record-Keeping

Effective, informal testing necessitates careful planning, administration and interpretation if the results are to be of value to the teacher.

Record-keeping in conjunction with specific checklists is relatively easy to do and eliminates the bias that can be a part of more casual teacher observation.

Teachers can collaborate on constructing guide sheets for observation and the collection of data to suit local needs. The records for each student should be reviewed frequently to ensure that enough information has been recorded.

Students can be encouraged to keep their own records. These might include: lists of books and magazines read, units of completed work, skill cards done, schedules of individual conferences, personal vocabulary file, examples of handwriting, poetry forms tried, and individualized spelling units completed. Record-keeping encourages students to evaluate themselves and be aware of their own progress and responsibilities. Included in Appendix C is a writing activity which can be used to gather information on a new student and to assess ability in that mode.

SCOPE AND SEQUENCE

FOR

104, 204, 304 LANGUAGE ARTS

THEMES: CONSUMERISM, LEISURE, WORK AND THE LAW

EMPHASIS: GRADE 10 - AWARENESS; GRADE 11 - EVALUATION; GRADE 12 - APPLICATION.

THEME	GRADE 10 AWARENESS	GRADE 11 EVALUATION	GRADE 12 APPLICATION
CONSUMERISM: "to buy or not to buy"	What forms of language must I be aware of as a consumer?	How is language used to influence me as a consumer?	Can I apply consumer skills in such a way that I can make decisions and take actions that are in my own best interests?
LEISURE: "let us sport us while we may"	What different forms and uses of language are there with respect to leisure/entertainment activities?	How/why does the language of the media and the style of the communication appeal to me as a participant/observer of leisure-time pursuits?	Can I critique/discuss the effectiveness of the mode of communication used? Is it true that "the media is the message?"
WORK: "ah, there's the rub"	Why is there usually a need to adapt my language to different situations at work?	How might the content, style, method of communication be improved according to the work situation?	How can I use my communication abilities to research aspects of the world of work?
LAW: "an eye for an eye"	What are the kinds of laws I should know?	Am I able to discuss, assess and justify legalities that may affect everyday living?	Do I know how to deal with legal situations/decisions?

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FOREWORD

Although this program has been structured around themes (consumerism, leisure, career and law) and many of the suggested activities are related to these themes, the purpose of the program is to teach language skills and appreciation. The themes are the means, not the ends.

In consideration of the nature of students in any particular class, teachers may want to--and should--use different or additional themes or activities in attaining the goals of the program.

When teaching specific skills in listening, speaking, reading or writing, teachers may decide, for example, that they want to schedule regular/daily periods for students to write, to make verbal presentations for discussion purposes, or to read silently for an uninterrupted period. These kinds of activities used to identify and teach needed language skills--presumably on an individualized basis--or to develop literary appreciation can easily be incorporated into the framework of this guide. Materials that might be used to teach specific skill objectives are itemized in Appendix A.

In summary, the varied backgrounds, interest and abilities of students in this program present a challenge to teachers to adapt the program continually while maintaining a responsibility to:

- identify the specific language skills that each student lacks.
- integrate specific skill teaching into the suggested themes, or any other content that is chosen.
- integrate language experience with the study of literature in order to develop simultaneously the ability to listen, speak, read and write.
- provide sufficient flexibility in approach and format to ensure that the needs and interests of individual students are accommodated.
- approach literature as a broadly humanizing activity capable of arousing intimate personal response and deepening knowledge of self and society.
- focus classroom activities on students rather than on content per se in order to consolidate the emphasis of the development of whole and functioning human beings.

UNIT I
THEME: CONSUMERISM
EMPHASIS: AWARENESS
FOCUSING QUESTION: TO BUY OR NOT TO BUY: WHAT FORMS OF LANGUAGE MUST I BE AWARE OF AS A CONSUMER?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Speaking: Investigating Types of Language	Have students identify the different purposes of the language of consumerism. The class might begin this unit by brainstorming various types and purposes of consumer communication.

Type	
Labelling	- To inform consumers of quantity, size, ingredients.
Instructions	- To inform consumers of amount of use, recipes, storage needs, how to open (child proof), how to assemble (do it yourself), how to operate, maintain, and/or repair.
Advertising	- To attract and persuade: attraction by use of print size and format, use of language, colour and, in multimedia presentation such as TV, the use of sound, music, action, humour, etc., to heighten attention; persuasion through emotional appeal by creating anxiety or fear, appealing to vanity by implying sexual prowess, social status or personal uniqueness.
Contracts	- To protect buyer and/or seller as in a guarantee. - To establish rights and responsibilities. - To establish procedures, as in a rental agreement, a will, an insurance plan.

The basic activities in this unit are of a "show and tell" nature. Have students bring products, labels, instructions, and agreements to class which illustrate the different purposes already identified.

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Writing: Learning New Vocabulary	From the samples provided students might identify and list words and symbols they don't know, and in chart form they might write in definitions or synonyms. The symbols might relate to size, quantity (metric or otherwise), the drug code, price, stay-fresh dating (edible products), etc.
Reading: Interpretation	As a means of identifying difficulties in comprehending vocabulary, recognizing symbols or interpreting information, students might be asked to explain in their own words what the labels, instructions, advertisements, agreements say. The extent to which students can handle the more sophisticated communication of agreements will determine the content and the activity. Students might be asked to identify the need to add missing stages to a set of instructions. After discussion, students might be asked to reword, rewrite, or rediagram communications deemed inadequate. These two latter activities lead into the evaluation level of engagement of the 204 program. Materials 1. Teacher . Tests of Functional Competencies in Reading and Math - Form 1. Riverside Publishing Co. 2. Student . Scoring High - In Survival Reading - Taking Action. New York: Random House, 1977. . Label Talk. Syracuse, NY: New Readers Press, 1976. . Language and Living, Book III. Agincourt, ON: Gage, 1981.

UNIT II
THEME: LEISURE/ENTERTAINMENT
EMPHASIS: AWARENESS
FOCUSING QUESTION: WHAT DIFFERENT FORMS AND USES OF LANGUAGE ARE THERE WITH RESPECT TO LEISURE/ENTERTAINMENT ACTIVITIES?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Listening, Reading, Speaking, Writing: Investigating Types of Language	Have students examine the different forms and styles of language that are peculiar to particular leisure activities. The topic might be dealt with by categorizing leisure activities--for example, sports, music, TV and films, live theatre, poetry, stories, novels--and examining, across categories, differences (commonalities) in terms of: . vocabulary, use of jargon, . purpose and themes, . form and style with respect to media and purpose. Activities to discern differences might include: listening to tapes, material read aloud by the teacher, radio, TV programs, etc. . Do poems and pop music have similar themes, forms and styles? What are they? Why may they be similar? . Does the announcer at the hockey game use the same style or vocabulary as the newscaster? Why not? . Why are the forms, styles, vocabulary of plays different from those of short stories? How does the medium of presentation affect the style; i.e., listening to a play or a radio announcer, as opposed to reading equivalent material? . Related to the foregoing, how do users manipulate language for specific purposes? . What effect does the audience have on the language usage of the speaker/writer? Do you detect different styles used by disc jockeys from different radio stations? Are the differences accidental or deliberate? . Why is the language, form, and style of the TV soap opera so different from that of the talk show?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS

In responding to these kinds of questions, students will be engaged in listening, discussing, summarizing, writing, and reporting. To heighten awareness, students might role play a disc jockey, a sports announcer, a newscaster, etc.

Increased interest might be developed by visits to radio/TV stations, or phoning into open-line shows.

The foregoing suggestions necessitate considerable preplanning on the part of the teacher, cooperation of librarians and use of libraries particularly in terms of awareness of differences in print form. A variety of materials is needed.

A hoped-for outcome for students from these kinds of activities is an increased appreciation of and desire to read many forms of books and magazines; i.e., poetry, science fiction, short stories, hobby books, etc.

This unit can be associated with the U.S.R. approach.

<u>Materials</u>

Newspapers - particularly the "Sports" and "Entertainment" sections.

UNIT III
THEME: WORK
EMPHASIS: AWARENESS
FOCUSING QUESTION: WHY IS THERE USUALLY A NEED TO ADAPT MY LANGUAGE TO DIFFERENT SITUATIONS AT WORK?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Listening, Speaking, Writing: Adaptation of Language to Audience/Situation	Students should be able to recognize that audiences and situations determine the kind of language one ought to use. For instance, they should be aware of the fact that one would use different language in speaking to (a) a fellow employee, (b) an employer, (c) a customer, etc. Language might be very formal or totally informal depending on the situation and the person addressed. Role playing, script writing, taped conversations provide opportunities for students to evaluate the appropriateness of language used in a variety of situations. Students who already have jobs might be encouraged to list words or expressions and give definitions peculiar to their place of work or to their type of work and share them with the class. Students might explain to the rest of the class either what their job involves or how to do one particular aspect or stage of it. This might involve the use of names of machines, tools or equipment. In the above activities, students might give oral presentations, or they might make posters. A contest might be conducted in which individual students list expressions and words and ask other students to write their own definitions, synonyms or paraphrases. Responses can be compared. Students might be encouraged to role play various difficult work situations to illustrate the kinds of language that might be used when: . dealing with an angry customer, . asking an employer for a raise in pay, . making a complaint to an employer about a fellow employee, . being brought before an employer for being frequently late for work.

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS

Using pictures of scenes from different work environments, students might be asked to interpret what is happening and write down dialogue that might be taking place.

Students might examine the employment section of classified advertisements in the newspaper. How clearly does the advertisement describe the job? Is there a pertinent vocabulary? Are abbreviations used? Students might examine the forms and styles of different business communication processes:

- memos,
- resumés,
- order forms,
- salary statements,
- letters of resignation,
- application forms,
- telephone memos, etc.

Materials

1. Teacher

   - Get That Job, Toronto: SRA, n.d.

2. Student

   - Janus Job Interview Kit (Available from the Manitoba Textbook Bureau.)
   - Film Strips from Manitoba Education - see catalogue.
   - Reed Career Tapes. (Available from your regional Career Resource Centre.)

UNIT IV **LANGUAGE ARTS 104**
THEME: LAW
EMPHASIS: AWARENESS
FOCUSING QUESTION: WHAT ARE THE KINDS OF LAWS I SHOULD KNOW?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Reading: Distinguishing Types of Laws	Have students identify and distinguish different kinds of laws. See All About Law, pp. 12-19, regarding consumer, labour, criminal, property, juvenile and family law.
Listening: Defining Words	Students might visit a courtroom to observe the form and style of dialogue and to listen to the application of terms common to the legal profession. They should learn the pertinent vocabulary. Both prior and subsequent to courtroom visitation, the teacher might compile a list of vocabulary words (such as subpoena, tort, premeditation, manslaughter, vandalism, contempt of court) and set up small-group competitions to identify meanings. From time to time references might be made to newspaper stories about court cases.
Listening, Speaking, Writing: Identifying Legal Professionals	Have students identify key professional people involved in the legal system. Professionals may be invited to speak to the class on their roles and responsibilities. The class might brainstorm beforehand what kinds of questions they want to ask. Summaries of what the speakers said might be written.
Reading	Students should be aware of the kinds and ranges of penalties handed out for breaking laws. The Manitoba Law Society materials supply information on this topic. At this level the emphasis is on awareness rather than comparison and justification of penalties--considerations which are dealt with in the 204 program where the emphasis is on evaluation. The emphasis should also be on the kinds of law breaking more commonly associated with teenagers: vandalism, stealing, shoplifting, public mischief, drug usage, driving and drinking, arson, etc.

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS

Reading

Students should be aware that laws differ from place to place, country to country. This topic can take several forms:

- differences between laws and legal procedures for juveniles and adults;
- different ages at which drinking, driving, voting are allowed and being charged with a criminal offence becomes possible.

See:
- Juvenile Court Procedure (PLEA)
- History and Comparative Systems of Law (PLEA)
- Applying the Law - Wiley, 1977.

Materials

1. Teacher

- Applying the Law - Toronto: John Wiley & Sons, 1977.
- Teaching Law - A Handbook for High School Teachers (PLEA)
- Audio-Visual Aids for Teaching Law

2. Student

- I Can Stop Anytime I Want - James Trivers. Dell. (Teacher discretion regarding vocabulary)

Note: The PLEA documents listed below may be used at any of the grade 10, 11 and 12 levels. They have been produced by the Manitoba Law Society and are available from the Manitoba Textbook Bureau.

- Juvenile Court Procedures
- Juvenile Law
- Automobile Law
- Drugs and the Law
- Search, Seizure and Arrest
- Employment Rights and Responsibilities
- Mock Criminal Trial Kit

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS

3. Resource

A good resource at the awareness level is a presentation put on by youth workers from the Manitoba Youth Centre in Winnipeg.

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FOREWORD

Although this program has been structured around themes (consumerism, leisure, career and law) and many of the suggested activities are related to these themes, the purpose of the program is to teach language skills and appreciation. The themes are the means, not the ends.

In consideration of the nature of students in any particular class, teachers may want to--and should--use different or additional themes or activities in attaining the goals of the program.

When teaching specific skills in listening, speaking, reading or writing, teachers may decide, for example, that they want to schedule regular/daily periods for students to write, to make verbal presentations for discussion purposes, or to read silently for an uninterrupted period. These kinds of activities used to identify and teach needed language skills--presumably on an individualized basis--or to develop literary appreciation can easily be incorporated into the framework of this guide. Materials that might be used to teach specific skill objectives are itemized in Appendix A.

In summary, the varied backgrounds, interest and abilities of students in this program present a challenge to teachers to adapt the program continually while maintaining a responsibility to:

- identify the specific language skills that each student lacks.
- integrate specific skill teaching into the suggested themes, or any other content that is chosen.
- integrate language experience with the study of literature in order to develop simultaneously the ability to listen, speak, read and write.
- provide sufficient flexibility in approach and format to ensure that the needs and interests of individual students are accommodated.
- approach literature as a broadly humanizing activity capable of arousing intimate personal response and deepening knowledge of self and society.
- focus classroom activities on students rather than on content per se in order to consolidate the emphasis of the development of whole and functioning human beings.

UNIT I **LANGUAGE ARTS 204**

THEME: CONSUMERISM
EMPHASIS: EVALUATION
FOCUSING QUESTION: HOW IS LANGUAGE USED TO INFLUENCE ME AS A CONSUMER?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Reading: Analysis and Evaluation	Unit I of the 104 program dealt with the awareness/understanding of the different forms and styles of consumer communication according to content and purpose. This unit is designed to encourage students to make a more critical analysis of the communications they either use or encounter as consumers. The following activities relate to an examination of format: . Students are asked to analyze the labelling on various kinds of soup cans and to priorize the labels in order of effectiveness. - Which soup am I more likely to purchase and why? . They might be asked to rewrite the instructions. - Students might be asked to check the clarity and completeness of instructions on labels, particularly those attached to medicines. . Could an accident arise if either the instructions are not clear or if they are not followed? . Are precautions that need to be taken clearly indicated? - Students might be asked to determine the advantages and disadvantages of different types of language in order to compare them. For example:

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS

- Is this job application form easy to follow?
- Is the language of this will really necessary?
- Could this guarantee be written in simpler, more explicit form?
- Is the wording of this advertisement effective (are "flowery" adjectives/adverbs used?) or does it distract from or exaggerate reality?
- Am I attracted by the colour, the lay-out, the size of print, the information provided about the ingredients or how to make the soup?
- Which labels tell me what I want to know and which do not?
- Does the labelling, in fact, determine my choice of purchase, or do I select according to previous experience, recommendations from others, or because of advertising?
- Do I buy brand names? Why?

Reading: Comparison and Evaluation, Interpretation

Have students examine and evaluate the style of communications in different contexts. They might compare the wording on different rental agreements.

- Do I understand the vocabulary?
- Does the agreement cover all aspects of my rights and responsibilities?

Students might be asked to state in their own words what the agreement says. Or alternatively, they might be asked to write a précis.

Students might be asked to follow a set of instructions; e.g., how to play a video game, or how to put together a barbeque kit. Are the instructions/diagrams clear? Is there a step missing?

In terms of the above, is all advertising ethical?

Resource Material

- Servant or Master? Max Braithwaite, Book Society of Canada.
- Language and Living Book IV. Tornoto: Gage, 1981.

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Writing or Speaking: Persuasion	Have students use published material to make consumer decisions. They might: . be asked to make a decision in purchasing a car, stove, or bicycle and to justify their decision. A class competition might be set up to see which student(s) can produce the most convincing arguments.
Writing, Reading, Speaking, Listening: Critical Thinking	A strategy for developing larger concepts and abilities to function profitably with consumer issues is to have students undertake projects such as the following and present their work to the class to obtain feedback. These projects are designed to develop systematic and logical thinking while also developing sound consumer practices. Students might: . choose a product and write a consumer report on it; . examine classified advertisements for an identical product, compare the two, then give reasons for the one they would buy; . produce a multi-media presentation on a product or a proposed project as a class or group activity; e.g., to double-lane a stretch of road, build a senior citizens' home, relocate a rail terminal, etc. Included might be a newspaper advertisement, notice or article, a letter to the editor, etc.; . plan a procedure to be followed in a discussion with a company representative/salesperson with respect to a major purchase (car, house, extended vacation, etc.); - what questions must I ask? - how do I respond to pressure on his/her part? - should I bargain? - what other considerations are there? This activity lends itself to all kinds of role playing in hypothetical situations.

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS

Resource Material:

. The Advertisement Book. Stanley Skinner. Toronto, ON: Doubleday, 1975.

UNIT II **LANGUAGE ARTS 204**

THEME: LEISURE/ENTERTAINMENT

EMPHASIS: EVALUATION

FOCUSING QUESTION: HOW/WHY DOES THE LANGUAGE OF THE MEDIA AND THE STYLE OF THE COMMUNICATION APPEAL TO ME AS A PARTICIPANT OR OBSERVER OF LEISURE-TIME PURSUITS?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Listening, Reading, Writing: Comparison and Analysis	It is suggested that the unit start with the student's own areas of interest, although one outcome will be broadened interest/involvement in leisure-time pursuits. Students should be able to establish their leisure-time preferences through this unit. Teachers should be aware that students may have already undertaken this exercise in either the math or science program, in which case the activity will be a brief review. Have students analyse, compare and assess various styles and formats of language usage related to leisure and entertainment. They might examine differences in terms of the purpose of the communication, the media used and the audience of the communication. For example, they might: . Examine the style/format of TV programs offered in different time slots and determine why different programs are so scheduled; e.g., sports offerings on Saturday and Sunday afternoons. . Explore programming offered by the various radio stations in order to determine the type of audience being catered to and why this audience is pursued. . Interpret the lyrics of records to determine the values being presented. See Appendix D for suggested questions. . Examine certain types of specialty magazines (motorbike, van, computer) to evaluate: a) how easy they are to read; b) how useful the information is; c) whether some aspects of the field are omitted. Students might be encouraged to write for additional information.

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS

- Listen to an oral presentation (sales presentation by guest speakers or salesman) or examine catalogue references in order to compare and contrast types of audio/video equipment. The purpose is to determine the merits of each. Students could be encouraged to identify the bias of the speaker.
- Survey the film offerings in local theatres and decide why certain films have such high appeal.

Materials

- Newspapers, catalogues, flyers, magazines, etc.

UNIT III
THEME: WORK
EMPHASIS: EVALUATION
FOCUSING QUESTION: HOW MIGHT THE CONTENT, STYLE OR METHOD OF COMMUNICATION BE IMPROVED ACCORDING TO THE WORK SITUATION?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Speaking, Reading, Listening: Aspects of Language	Have students assess the appropriateness of language used in different situations.
a) clarity;	Students should be aware of the need for clarity in communication. This awareness could be developed through role play in which a mechanic tries to explain to a customer exactly what is wrong with his car, or a worker tries to explain to a new employee how to do the job correctly.
b) style;	Students might be presented with scripts selected or prepared by the teacher in which the language used is obviously inappropriate to either the speaker or to the situation. They should discuss why and how it should be altered. Students might visit different work places to observe people at work and to evaluate the language used in dealing with customers and its effect on them. They might role play what they have observed. Other students might then role play a more appropriate version. Hypothetical situations might be used: . dealing with an angry customer; . asking an employer for a raise in pay; . making a complaint to an employer about a fellow employee; . being brought before an employer for being frequently late for work.
c) articulation;	The clarity of communication can be related to good articulation. A good telephone operator or radio announcer possesses desirable skills to have.

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
	The teacher might give a message to one student and have a series of students relay the message from one to the other to see if it becomes distorted in transit.
d) jargon;	Students should be aware that many occupations have "a language of their own" whose chief purpose is to make communication efficient and precise. To the uninitiated, however, jargon can be very confusing. To illustrate the point, teachers might present to students numerous verbal/written examples: the waitress placing an order with the cook, a written will, a psychologist's report on a research project, a meteorologist's explanation of weather, etc. The purpose is not to enlarge vocabulary arbitrarily or define professional, technological or specific work-related terms, but, rather, to give students practice in using simple, precise wording--"putting information in their own words"--to illustrate the advantages of uncluttered language usage.
e) body language.	Role playing might be used to illustrate that body language can be more explicit than spoken language. Scenarios might be acted out that involve fidgetting, slouching, looking all over, shuffling feet, repeatedly crossing and uncrossing legs when being interviewed, or giving or receiving instructions. Students might decide whether or not they would employ persons behaving in these ways.
	Materials . Film - Nine Came Trying - Manitoba Education . Don't Get Fired! 13 Ways to Hold Your Job. Willowdale, ON: Janus, 1981. . Get Hired: Thirteen Ways to Get a Job. Willowdale, ON: Janus, 1981. . Moving On by Staying On - Department of Employment and Immigration . Career Development Resource Guide - Manitoba Education

UNIT IV **LANGUAGE ARTS 204**
THEME: LAW
EMPHASIS: EVALUATION
FOCUSING QUESTION: AM I ABLE TO DISCUSS, ASSESS AND JUSTIFY LEGALITIES THAT MAY AFFECT EVERYDAY LIVING?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Writing, Speaking: Comparison	In the 104 program, Unit IV, students were made aware of the ranges of penalties for different offences. In this unit they undertake a more detailed study of the differences. The unit might be started by having students write down what they <u>think</u> penalties are for various offences (selected by the teacher and/or through class discussion). They might then compare their beliefs with guidelines that magistrates follow or precedents that judges use. They should understand that penalties for less serious infractions such as illegal parking/speeding are standardized, but that penalties for more serious crimes are left to the discretion of judges. They should understand that defendants who feel that they have been unjustly penalized can have their cases referred to appeal courts or the Supreme Court.
Reading, Speaking, Listening: Comparison	Have students compare the range of penalties that are levied for a given offence. The booklet, <u>Automobile Law</u> (PLEA), deals with the "standardization" of minor automobile offences. In the case of more serious offences, references may be made to current newspaper reports and editorials. Various professionals (magistrates, lawyers, probation officers) might be invited to talk to the class about "the justice of the justice system."

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Reading: Evaluation	Have students evaluate through case studies the suitability of punishments to crimes. The materials, Juvenile Court Procedures (PLEA) and Applying the Law, contain case studies and questions for students to answer.
Reading, Speaking, Writing: Summarizing	Have students investigate the relationship between the changing needs/viewpoints of society and changes in the law or the penal system. This topic lends itself to the process of reading, viewing, summarizing and reporting. Stories, novels, films depicting the treatment of people "subjected to the law" in different periods of history might be used. Abridged classics might apply. Many appropriate novels have been filmed: . Oliver Twist . Great Expectations . The Hunchback of Notre Dame Materials . Applying the Law - Toronto: John Wiley & Sons, 1977. . Automobile Law (PLEA) . Juvenile Court Procedure (PLEA) . Films: see PLEA - Audio-Visual Aids for Teaching Law

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FOREWORD

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In consideration of the nature of students in any particular class, teachers may want to--and should--use different or additional themes or activities in attaining the goals of the program.

When teaching specific skills in listening, speaking, reading or writing, teachers may decide, for example, that they want to schedule regular/daily periods for students to write, to make verbal presentations for discussion purposes, or to read silently for an uninterrupted period. These kinds of activities used to identify and teach needed language skills--presumably on an individualized basis--or to develop literary appreciation can easily be incorporated into the framework of this guide. Materials that might be used to teach specific skill objectives are itemized in Appendix A.

In summary, the varied backgrounds, interest and abilities of students in this program present a challenge to teachers to adapt the program continually while maintaining a responsibility to:

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- integrate language experience with the study of literature in order to develop simultaneously the ability to listen, speak, read and write.
- provide sufficient flexibility in approach and format to ensure that the needs and interests of individual students are accommodated.
- approach literature as a broadly humanizing activity capable of arousing intimate personal response and deepening knowledge of self and society.
- focus classroom activities on students rather than on content per se in order to consolidate the emphasis of the development of whole and functioning human beings.

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UNIT I **LANGUAGE ARTS 304**

THEME: CONSUMERISM

EMPHASIS: APPLICATION

FOCUSING QUESTION: CAN I APPLY CONSUMER SKILLS IN SUCH A WAY THAT I CAN MAKE DECISIONS AND TAKE ACTIONS THAT ARE IN IN MY OWN BEST INTERESTS?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Reading: Research Skills	Have students identify important sources of consumer information such as the following: . brochures and catalogues . Ralph Nader reports, articles, or newspaper stories . Better Business Bureau materials . Consumer's Digest . Canadian Consumers Association . Life Insurance Co. Statistical Reports . Design Institute of Canada . Chamber of Commerce . Legislation (e.g., seatbelt legislation, advertising codes)
Speaking, Reading, Writing: Interpretation	Students should learn how to use sources of consumer information. They might: . examine, interpret and report verbally or in writing on Consumer Digest's comparative product surveys/testing. . write letters to any of the above organizations with respect to matters such as a defective product, a need for a better design, a misleading advertisement, a store's unwillingness to replace or accept the return of an article, etc.

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Reading, Speaking, Writing: Research Skills	Students should identify the television programs that deal with consumerism. They might: . use the TV guide to identify programs which deal with consumer matters. . view such a program ("Market Place," "Live It Up"). . discuss the issues raised on the program. . write a short explanation of how what they saw might affect their use of the product.
Speaking, Listening: Analysis, Critical Thinking	Students should learn the techniques used by the advertising industry to entice consumers. They might: 1. Discuss the various methods used to appeal to consumers. 2. Choose one advertisement from a magazine and explain how the picture and vocabulary create the effect the advertiser desires. 3. Create their own advertisement for an imaginary product. 4. Watch a series of advertisements for a product such as cars and discuss the elements used to create the effect (setting, people, music, color, movement). 5. Critique a video of a commercial that the teacher has recorded.

UNIT II **LANGUAGE ARTS 304**

THEME: LEISURE/ENTERTAINMENT
EMPHASIS: APPLICATION
FOCUSING QUESTION: CAN I CRITIQUE/DISCUSS THE EFFECTIVENESS OF THE MODE OF COMMUNICATION USED? IS IT TRUE THAT "THE MEDIUM IS THE MESSAGE"?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Reading, Writing, Speaking: Research Skills	Students might research a leisure or entertainment activity of their choice and prepare a brochure or pamphlet aimed at informing prospective users; e.g., a brochure advertising archery or fishing in Manitoba. . The class might undertake writing up the entertainment section of the newspaper. Each student, or small group might be responsible for a particular component; e.g., the record review; the film review; the restaurant review; the book review; the rock-band, concert or play review. As part of a class project, individuals might be encouraged to formulate questions and apply them in an interview in an out-of-school setting; e.g., travel agent, local sports personality, cinema-manager, etc. The aim would be to present the information to the class in order that others might gain some new insights into various leisure-time activities in the community. Students might present a multi-media display in an area of special interest, including their above research, in the form of a video, a magazine or newspaper article, a radio announcement or film/slide presentation. The class might organize a special interest day. Each student, or small group of students, might present to peers a display or demonstration of an area of special interest.

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Listening, Viewing: Critical Thinking	Have students view a video and do a critique of it. Then, have them: . Discuss the video to determine the effect it might have on people of different ages. (How will young children react as opposed to teenagers?) . Discuss it in terms of the values it suggests. (Is violence towards women acceptable?) . Using a debate format, debate the question "Videos have an adverse affect on our behavior." . Write an individual critique of a rock video.
Listening, Writing, Speaking: Interpretion, Analysis	Have students listen to a selection of current pop songs. Then, they might: . Answer a survey (see Appendix D) concerning their music preferences and their awareness of the effect the songs have on them. . Examine certain songs individually orally or in writing. Focusing questions might relate to the factors that shape response to the music and lyrics (See Appendix D). Suggested Materials . Tribal Drums from Manitoba Education. Includes a section "All the Lonely People" featuring songs like Eleanor Rigby. . Current videos . Current recordings

UNIT III **LANGUAGE ARTS 304**
THEME: WORK
EMPHASIS: APPLICATION
FOCUSING QUESTION: HOW CAN I USE MY COMMUNICATION ABILITIES TO RESEARCH ASPECTS OF THE WORLD OF WORK?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Listening, Speaking, Reading: Research Skills	At this level, the experience of students in the work experience program might be directly used to further the aims of the language arts program. Have students obtain and analyse information related to the work they have done. . Students might view career tapes and identify a career of special interest. Their choice might then be justified in terms of their own strengths and past experience. . Students might conduct a class survey. For example, they might survey employers in the community to find out what criteria are used in the hiring of employees. Or, they might conduct a survey in the community to find out what factors influenced people in selecting their current jobs. . Students might review print material outlining jobs in the municipal, provincial and federal governments to identify those available to the community that they might be interested in.
Writing, Speaking: Description	Students might write their own personal resumés/curricula vitae. They might write a description of a job they have held in the work education program. They might present to the class a verbal or written report describing the basic operations of a business in which they have worked in the work education program.
Reading: Research Skills	Students should learn to use the yellow pages of the telephone directory for the type of job they've chosen.

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Writing: Transactional Language	Students should know what is required when applying for a job. For instance, . writing a resumé, . writing a letter of application to one of the businesses identified.
Speaking: Role Playing	Have students role play an interview, concentrating on the objective interests and needs of interviewer and interviewee. If possible, video tape the interview for analyses.
Speaking, Writing, Listening, Reading: Making Decisions, Predicting Outcomes	Have students examine processes of making decisions and predicting outcomes about employment opportunities. They might, for instance, ask hypothetical questions. For example, I am considering changing my job. What factors must I consider? What are the outcomes of my decision likely to be? The activities might include: . brainstorming, discussing, identifying relevant factors, . writing for information, . listening to speakers, . reading and summarizing reports, . drawing and stating conclusions. Materials . Preparing for the Job Interview - Frank E. Richards. Phoenix, NY: Richards Publishing, 1977. . The World of Business - Toronto: John Wiley & Sons, 1979. . Reed Career Tapes

THEME: LAW
EMPHASIS: APPLICATION
FOCUSING QUESTION: DO I KNOW HOW TO DEAL WITH LEGAL SITUATIONS/DECISIONS?

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Speaking, Writing: Predicting Outcomes	Students might work in small groups or alone to create a variety of case studies/scenarios which could be presented to the class. The class could either predict outcomes or act as a jury to "try" the case. Within this framework, the practical aspects of one's rights and responsibilities when confronted by the police might be emphasized.
Writing: Drawing Conclusions	Have students write concluding scenarios to current trials as reported in the newspaper. This kind of activity is an alternative to the one above. If carried out by small groups, the different conclusions can be compared, discussed or debated.
Speaking, Writing: Observing, Describing and Interviewing	See pages 44-46 of Juvenile Court Procedure (PLEA). To test students' powers of observation, stage an incident which will require them to recall what they have seen. It may be either startling or relatively commonplace within the classroom; e.g., a student/staff member enters the room unannounced, takes something out of a pocket/bag, drops it, hurriedly picks it up, puts it back and leaves the room. Later, ask the class exactly what happened, who the person was, what he/she was wearing, etc. Students may respond either orally or in writing. They might view and respond to the film: "Why Did Tommy Die?" References: Manitoba Alcoholism Foundation for film. Film List. Child Find - Adam

OBJECTIVES	SUGGESTED ACTIVITIES/MATERIALS
Reading, Writing, Speaking: Research Skills, Summarizing, Comparing	Have students research and report on the effectiveness of some aspects of the judicial/penal/crime prevention system. Topics which might be researched/examined: . Incarceration versus other forms of punishment--which is preferable? . Trial by jury, with or without legal representation, or trial by magistrate--which would I choose? . Is circumstantial evidence alone sufficient to find a person "guilty beyond a reasonable doubt"? . How do local crime prevention programs--Neighbourhood Watch, Project Identification--work? Both students' interest and the ready availability of resource material should be enhanced by using current cases and controversies. Students might summarize newspaper reports, parliamentary debates, judicial instructions to juries, etc. Lawyers, judges, or the police may be invited to discuss issues with the class. Statistics might be examined such as data on the rate of incarceration in different countries or recidivism in relation to different forms of punishment. Letters might be written to agencies such as the Manitoba Law Society and Legal Aid Manitoba. Materials . Juvenile Court Procedure (PLEA) . Applying the Law, Wiley Publications, 1977 . Government statistics from federal/provincial departments of the Attorney General . Newspaper reports . Magazine articles . Film: Why Did Tommy Die? . Police pamphlets available at local police stations

appendices

APPENDIX A
SUPPLEMENTARY MATERIALS

I. PRIMARY MATERIALS

These materials are recommended for student use related to program themes/topics.

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- Scoring High in Survival Reading. New York: Random House, 1977.
- Label Talk. Syracuse, NY: New Readers Press, 1976.
- Language and Living. Book III. Toronto: Gage, 1981.
- Janus Job Interview Kit. Toronto: SRA, n.d.
- PLEA Documents (written for the Manitoba Law Society and updated frequently; available from the Manitoba Textbook Bureau).

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- Language and Living. Book IV. Toronto: Gage, 1981.
- The Advertisement Book. Toronto: Doubleday, 1975.
- Don't Get Fired! Thirteen Ways to Hold Your Job. (Durylynn, A.) Willowdale, ON: Janus, 1981.
- Get Hired. Thirteen Ways To Get a Job. (Durylynn, A.) Willowdale, ON: Janus, 1981.
- PLEA documents.

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- Preparing for the Job Interview. (Frank E. Richards) Phoenix, NY: Richards Publishing, 1977.
- PLEA documents
- The Magic Film (Scholastic Contact Series)
- Behind the Tube (Scholastic Contact Series)
- Communication: Person to Person (Scholastic Contact Series)

II. SUPPLEMENTARY MATERIALS

Supplementary materials should be readily available to students from either the class or school library. Although they may be appropriate to program themes, the major use of these materials is motivation for and pleasure in reading.

These materials could be used at any of the high school grade levels. However, their classification with respect to reading level/difficulty, as follows may be of some use to teachers and students:

E - relatively easy (more likely 104 level)
A - average (more likely 204 level)
D - more difficult (more likely 304 level)

Included are novels, short stories, plays, poetry or skill development materials. A number of the short story texts have appended questions or activities related to skill development.

NOVELS

Title	Publisher	Rating
. The Wave	Dell	A
. Adapted Classics (8 titles)	Globe	A to D
. Laura Brewster Books (6 titles)	Copp Clark	E to D
. Talespinners Series (8 titles)	Copp Clark	E to D
. Knock Out Series (19 titles)	Longman	E
. The Outsiders	Dell	A to D
. That Was Then, This Is Now	Dell	A to D
. Deathwatch	Dell	A
. Just Friends	Avon	A
. Flare Novels	Avon	A
. Jean Val Jean	Avon	A
. Jean Val Jean (Out of print, however, there may be copies around.)	Clarke, Irwin	A
. Generals Die in Bed	Potlatch	E
. Runway Zero 8	Brandon	E
. Rumblefish	Dell-Laurel Leaf	A
. Tex	Dell-Laurel Leaf	A
. That Was Then, This Is Now	Dell-Laurel Leaf	A
. The Luckiest Girl	Dell	A to D
. The Pilgrim's Legacy		
. I Can Stop Any Time I Want	Dell	A
. Solid Gold Kid	Dell	A
. I Want To Keep My Baby	New American Library	A

Title	Publisher	Rating
. The Hammer Enforcer	Totem	A
. It's Too Late for Sorry	Dell	A to D
. Coming Back Alive	Avon/Flare	A to D
. Marly the Kid	Dell	A
. Hey, Big Spender	Dell	E to A
. The Champ	Dell	E
. Zanballer	Dell	E
. Zamboomer	Dell	E
. This School is Driving Me Crazy	Dell	A
. The Boy Who Drank Too Much	Dell	A
. The Kid Comes Back	Bantam	A
. Johnny Stands*	Frederick Warne	A
. The Ghost Dance Caper*	Dell	E
. Island of the Blue Dolphins*	Dell	E
. High Elks Treasure*	Holiday House	E to A
. A Very Small Rebellion*	J.M. Lebel	E to A
. The Double Life of Pocahontas*	Pitman	A
. No Word for Goodbye*	Peter Martin Assoc.	A
. Julie of the Wolves*	Harper Row	A
. The Indian Summer of Arty Big Jim and Johnny Jack*	Gallmasters	A

*These novels deal with native Indian culture. The Native Education Branch (Manitoba Education) can provide teacher guides.

SHORT STORIES

Title	Publisher	Rating
. Adapted Classic Tales (4 books of short stories by authors such as Edgar Allan Poe, Conan Doyle, O'Henry)	Globe	A to D
. Tales of Mystery and the Unknown	Globe	E to A
. Open-Ended Stories	Globe	A
. Strawberries and Other Secrets	Nelson	A
. Short World Biographies	Globe	A to D
. Connections: Imagining Book 1	Gage	A
. Stories From Around the World	Allyn & Bacon	A to D
. Living City Adventures	Globe	E
. Bullseye Series	Hutchinson	E to A
. Masenagana (n): Anthology of Native Stories	Native Education Branch, Manitoba Education	

PLAYS-POETRY

. Seven Plays of Mystery & Suspense	Globe	D
. Open-Ended Plays	Globe	E to A
. Scope Plays (Series 1, 2 and 3)	Scholastic	A to D
. Quest (Poetry)	J.M. Dent	A to D

SKILL DEVELOPMENT MATERIAL

Title	Publisher	Rating
. Communication: A Guide to Composition & Reading	S.R.A.	
. Language for Living Series - Books I, II III, IV	Gage	
. Language Workshops	Globe	

TESTING MATERIALS

. Brigance Diagnostic Inventory of Essential Skills	Curriculum Associates
. Canadian Achievement Tests - Level 14	

*Teachers should be aware that most titles are available through Canadian News.

APPENDIX B

STUDENT CHECKLISTS

LISTENING RECORD AND CHECKLIST

Name of Student: _____ Date: _____

Grade: _____

School: _____

Name of Teacher: _____

SKILL	Date	Satisfactory	Needs Improving	Comments
1. Demonstrates a readiness to listen with a purpose.				
2. Demonstrates growth in auditory discrimination.				
3. Builds listening vocabulary.				
4. Understands oral punctuation.				
5. Recognizes emotional reactions.				
6. Listens politely.				
7. Comprehends what is heard.				
8. Listens critically and for evidence.				
9. Listens to appreciate and enjoy.				

This checklist is general. Refer to graded Listening Objectives when composing the checklist relevant for your students.

SELF-EVALUATION FOR THE STUDENT

1. Do I get ready to listen?
2. Am I an active listener in an audience?
3. Can I retell what I hear?
4. Do I think with the speaker?
5. Do I make intelligent use of what I hear?
6. Do I enjoy listening?

QUALITY OF SPEECH CHECKLIST

Check the vocal difficulties below each speech technique that is rated average or unsatisfactory.

Tempo Very Good _____ Average _____ Unsatisfactory _____

_____ too fast

_____ too slow

_____ unvarying, monotonous

_____ poor phrasing; irregular rhythm of speaking

_____ hesitations

Loudness Very Good _____ Average _____ Unsatisfactory _____

_____ too loud

_____ too weak

_____ lack of variety

_____ force overused as a form of emphasis

Pitch Very Good _____ Average _____ Unsatisfactory _____

_____ general level too high

_____ general level too low

_____ lack of variety

_____ fixed pattern monotonously repeated

_____ lack of relationship between pitch changes and meaning

_____ exaggerated pitch changes

Quality Very Good _____ Average _____ Unsatisfactory _____

_____ nasal

_____ hoarse

_____ breathy

_____ strained and harsh

_____ flat

_____ thin and weak

Articulation Very Good _____ Average _____ Unsatisfactory _____

Consonants: _____ slurred or omitted

_____ specific sounds defective

Vowels: _____ improperly formed

_____ general diction careless or slovenly

READING SKILLS CHECKLIST

Pupil's Name	Word Identification					Vocabulary			Flexibility		
	CONCEPT CLUES	PHONIC ANALYSIS	STRUCTURAL ANALYSIS	SYLLABICATION	DICTIONARY PRONUNCIATION SKILLS	SIGHT	CONTEXT CLUES FOR MEANING	DICTIONARY WORD MEANING SKILLS	ADJUSTING STYLE TO PURPOSE	SKIMMING	RAPID READING

WRITING SKILLS CHECKLIST

I. Ability Scale: 1-5 (low-high)

Criteria selected:	Date	Date	Date	Date	Date
1. Sentence structure: no run-on or incomplete sentences					
2. Agreement of subject and verb					
3. Consistency and use of correct punctuation					
4. Errors in spelling of common words					

(Add new criteria as others are mastered.)

Reprinted from: English Curriculum Guideline published by the Province of Ontario.

II. Sample Analytic Scales (Manitoba Writing Assessment)

	HIGH		MIDDLE		LOW	
	1	2	3	4	5	6
1. Organization and Sequence	☐	☐	☐	☐	☐	☐
2. Word Choice/Wording and Style	☐	☐	☐	☐	☐	☐
3. Ideas	☐	☐	☐	☐	☐	☐
4. Focus or Theme	☐	☐	☐	☐	☐	☐
5. Choice of Details/Elaboration	☐	☐	☐	☐	☐	☐

	HIGH		MIDDLE		LOW	
	1	2	3	4	5	6
6. Sentence Structure	☐	☐	☐	☐	☐	☐
7. Usage	☐	☐	☐	☐	☐	☐
8. Punctuation and Capitalization	☐	☐	☐	☐	☐	☐
9. Spelling	☐	☐	☐	☐	☐	☐

ANECDOTAL WRITING SKILLS ASSESSMENT	
Skills	Strengths and Weaknesses
Sentence Structure	
Spelling	
Vocabulary	
Punctuation	
Grammar	

APPENDIX C

INTEGRATED INSTRUCTION IN LANGUAGE ARTS

SCIENCE FICTION MODEL UNIT

TOPIC: TIME TRAVEL

Approximate Instruction Time: 2 Weeks

General Objectives

To provide students with an opportunity:

1. To enjoy experiences with language.
2. To differentiate between the "fact" and "fiction" of science fiction.
3. To learn to organize and express ideas creatively.

Specific Objectives

LESSON SEQUENCE

1) Introductory Experience	2) Activities	3) Direct Teaching	4) Reading	5) Direct Teaching
Discuss objectives and expectations. Present film "The Ugly Little Boy."	Describe assignments, contracts, notes, record keeping. Reading (fiction) Short Story 4c, 4d, 1c	Discuss: . Concepts of time . Fact/Fiction . Note-taking 4a, 5b	Viewing Time A Wrinkle in Time Time Machine Key Out of Time Time Storm A Walk Out of the World Requirement of: 1 book (fiction) 1 article/chapter (non-fiction) 1 short story	Concentrate on listening and viewing skills 3a, 3b, 3c
6) Direct Teaching	7) Project/Activities	8) How to Present	9) Present and Share	10) Evaluation
Review book reporting. Teach some new poetry forms.	Discuss book reports, composing poems, stories, etc. Do art work. practice dramatizations. Practice simulation games.	Practice for Day #9. Finish projects.		Evaluate the class and own teaching. Have students evaluate themselves.

LESSON SEQUENCE

DAY 1

Introductory Experiences

1. Create the environment:

   Displays in classroom to show progression of human life from primitive times to the space age
   Pictures of primitive humans
   Posters related to space age
   Pictures of robots, computers
   National Geographic magazines (relevant)
   Pictorial magazines
   Newspaper clippings
   Taped excerpts from books
   Sound effects records
   Music (Holst - "The Planets" Suite)
   Sound track - "War of the Worlds," etc.

2. Explain purposes of the integrated unit.

   To learn the language arts skills of speaking, listening, writing, reading and visual literacy through working on the theme "Time Travel."

   Time Frame: length of unit

   Activities: reading, art projects, discussion, sharing, acting, reporting, etc.

   Evaluation: group and individual projects, record-keeping, self-evaluation

3. View Film "The Ugly Little Boy" (Issac Asimov) 16 mm, 26 minutes.

   1. How is the Neanderthal child different from a child today?
   2. What emotional changes do you observe in the characteristics?

4. Discuss.

DAY 2

Introductory Experiences

1. Supply materials needed:

   Books on theme "Time Travel" (each student will select one for independent reading)

2. Have students read "Loint of Paw" and

   a) discuss the purpose of the story;
   b) relate the story to time concept in film.

3. Use court scene from "Loint of Paw" as motivation for the following:

   a) a script for short play,
   b) an improvisation,
   c) a debate of the justice of that kind of law.

4. Have students select a book for independent reading.

5. Have students label folder to keep records, notes and assignments. Have them:

   a) record the title of the book selected for reading;
   b) make a short description of group activity, etc.

DAY 3

Direct Teaching

1. Objectives of the Lesson

   Students should:

   a) understand concepts of time;
   b) distinguish between fact and fiction;
   c) practice taking notes.

2. Procedures

   a) Explain the concept of time in terms of the earth's rotation on its axis; extend to the concept of other planets, time zones. (Globe, solar models, etc., would be helpful.)
   b) Fact vs. Fiction. Discuss aspects of the story and the film that are fact and fiction. Make a list. Obtain science textbooks with units on day and night.
   c) Work through note-taking exercise with class.

DAY 4

1. Set purpose for independent reading.

   a) Have students read selected books.

   b) Have them read one relevant short story (Packet of Prose or reader).
   c) Have them read one non-fiction article (science journal, newspaper, textbook).

DAY 5

Direct Teaching

1. Objectives of the Lesson

   Students should:

   a) be selective;
   b) appreciate sound effects;
   c) appreciate special effects;
   d) follow the sequence of events.

2. Procedures

   a) Present the film "The Ugly Little Boy" for viewing.
   b) Discuss the following:
      i) framing, switching focus;
      ii) the effect of music on film content.
   c) Refer to Film Study section of "Visual Communication" chapter in the Middle Years Language Arts guide.

DAY 6

Project/Activity
Direct Teaching

1. Objectives

   Students should:

a) review book reporting.
b) try some new poetry forms.

2. Procedures

a) See page 210 of the Middle Years Language Arts guide, the section on Book Report.
b) See the section on Poetic Form in the same guide, also page 210.

DAY 7

Independent Activities

1. Discussion
2. Writing of book reports
3. Composing poems, stories, etc.
4. Working on project models, mobiles, collages, posters
5. Practicing dramatizations: improvisations, scripted plays
6. Making slide/tape presentations; composing music as back-up for presentations or as an advertisement for the book selected
7. Working on puppetry projects

DAY 8

Direct Teaching

DAY 9

Student Presentation and Sharing

DAY 10

Evaluation

a) Class Evaluation

Use these meetings to judge whether or not a teaching procedure has worked. Do not interject value judgements but allow students to express their honest opinions, concerns and conclusions.

b) Self-Evaluation (students)

Have students keep a daily log in their folders. Have each write a short paragraph about the value of the unit and compare his or her own perceptions with another student.

c) Teacher Evaluation

Use a combination of:

. observation and checklist,
. student's folder,
. student's presentation, using specific criteria.

References

Asimov, I. "Loint of Paw." Asimov's Mysteries. Garden City, NY: Doubleday, 1968, pp. 108-109.

APPENDIX D

MUSIC UNIT

The Music unit combines listening, speaking, reading and writing activities.

Students can be asked to transcribe the words of songs while listening to music. The questions on the following pages are based on transcriptions of "Richard Corey," "Bridge Over Troubled Waters," "Silent Night/News," "Eleanor Rigby," and "Revolution."

MUSIC UNIT #1 SURVEY

1. State some of the external forces that effect how a person develops; e.g., parents, school.

2. Does music have a message? Is that group or person trying to communicate a message to you?

3. Is there a song that says something to you? What is the name of this song?

4. How many records and/or taped music would you have at your disposal?

5. How many hours in a week would you listen to music?

6. How would you feel if the government took music away and no one could listen to it?

7. Comment on how you feel about music. What are your favorite groups (list the top 5)?

8. Do you ever go to any concerts? State those that you've attended.

9. Are there any negative or bad effects from music?

10. What are you expecting to do in a unit on music?

Courtesy Ross Forfar, Souris Collegiate.

DISCUSSION QUESTIONS AND SPELLING

RICHARD CORY

Spelling

elliptical
quaintest
patronage
rumour

1. What did Richard Cory have?

2. What lifestyle did Richard Cory lead?

3. What do you think Richard Cory lacked, that he would take his own life?

4. Would you like to be "Richard Cory"? Explain fully (5-6 sentences).

BRIDGE OVER TROUBLED WATERS

Spelling

weary
ease

1. When will the composer (2) be there to help "you"?

2. Do people need "bridges" to help them over the rough spots in life?

3. List some people in your life who could be "bridges"?

Courtesy Ross Forfar, Souris Collegiate.

SILENT NIGHT/NEWS

1. How does the song contradict the news? List stories on the news cast.

2. Do you find this song effective in relaying it's message?

3. What is the song's message?

ELEANOR RIGBY

1. How are Eleanor Rigby and Father McKenzie alike?

2. What does the following passage mean to you:

   Eleanor Rigby died in the Church and was buried
   Along with her name
   Nobody came
   Father McKenzie wiping the dust from his hands
   As he walks from the grave
   No one was saved.

3. Using 50-75 words, how would you answer the song's two questions?

REVOLUTION

Spelling

revolution
evolution
constitution
institution

1. List the three areas the composer can't support?

2. If you were a leader of a revolution, how would you want to change the world? (75-100 words)